

# Strategic Collaboration among Local Governments and Their Partners

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**May 16, 2007**

# A body of practice on collaborative thinking and action

- *Cities, Counties, Kids, and Families: The Essential Role of Local Government*, 2005
- Strategic planning framework and annual indicators report, Irvine, 2003-2007
- *Beyond Collaboration to Results*, 1998
- Work with county collaboratives, 1990-2005
- Work with school-linked services projects, 1991-2005
- Foundation work with integrated service models 1986-88
- Local elective politics 1977-1981
- Federal services integration projects, 1970-74
- Community action agencies and Model Cities: 1965-68

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# To be strategic is...

- To make priorities clear, instead of doing a lot of low-dosage projects unconnected with policy goals
  - To stretch dollars by demanding greater effectiveness and defunding weak programs
  - To pick partners who have needed resources and agree on how to measure progress
  - To use grant funding to leverage redirected funding already in the community
  - To mobilize citizen energy to add human resources to fiscal resources
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# Local governments can play many roles

- The most important roles are often not about money, but about leadership of a coalition or a network that can get more resources—both dollars and “people resources”—than a city or county or school district can get on its own
  - Resources ultimately flow from *results or the hope of results*—policy is evidence-based, but also trust-based
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## THE FIFTEEN ROLES

LOCAL GOVERNMENT ROLE	EXAMPLE/ MODEL
<u>1. Participation in coalitions</u>	Healthy Cities
<u>2. Convening stakeholders</u>	Children's summits
<u>3. Endorse providers' grant proposals</u>	Child care coalition proposals sent with city support letter
<u>4. Seek funds from private sources</u>	Prepare grants for city/county agencies; for local NPOs and CBOs
<u>5. Collect/provide information</u> --for planning --on programs' costs & impact	Annual conditions of children reports Children's budgets Geo-coded data
<u>6. Provide residents with information</u>	Family Economic Self-sufficiency checklist or software
<u>7. Training and staff development</u>	Creating multi-disciplinary service teams

## THE FIFTEEN ROLES

<u>8. Intergovernmental advocacy</u> --evaluate effectiveness of state and federal programs --support for state and federal policy changes with key legislators	Lobby for program design changes Blended funding proposals
<u>9. Use local regulatory powers:</u>	Lower-income family access to broadband Zoning for childcare expansion
<u>10. Use local economic role:</u> --purchasing --hiring and personnel policies	Livable wage campaigns and contracts Dependent care leave and benefits
<u>11. Model employer policies:</u>	Pay levels
<u>12. Taxing role:</u>	Tax incentives for community services
<u>13. Use local police powers:</u> --patrol and detention	Identify disparate arrest and disposition outcomes by race and ethnicity
<u>14. Fund services provided by other organizations:</u>	Allocation of federal block grant funds
<u>15. Provide service directly with own staff</u> --with own staff and own \$ --from state/federal \$	Use local budget to frame priority choices in CYF programs

# Implications of the 15 roles

- **It's not just the money**
- **It's not just running programs**
- **Regulatory powers can make a big difference:**
  - **10-15% of child care is harmful to kids**
- **The agencies running the programs aren't the only ones dealing with the clients**
  - **Eg police and school as the child welfare entry point—they are the top two sources of referrals, making up one-third of all referrals**

# Multiple roles—It's not just the money!

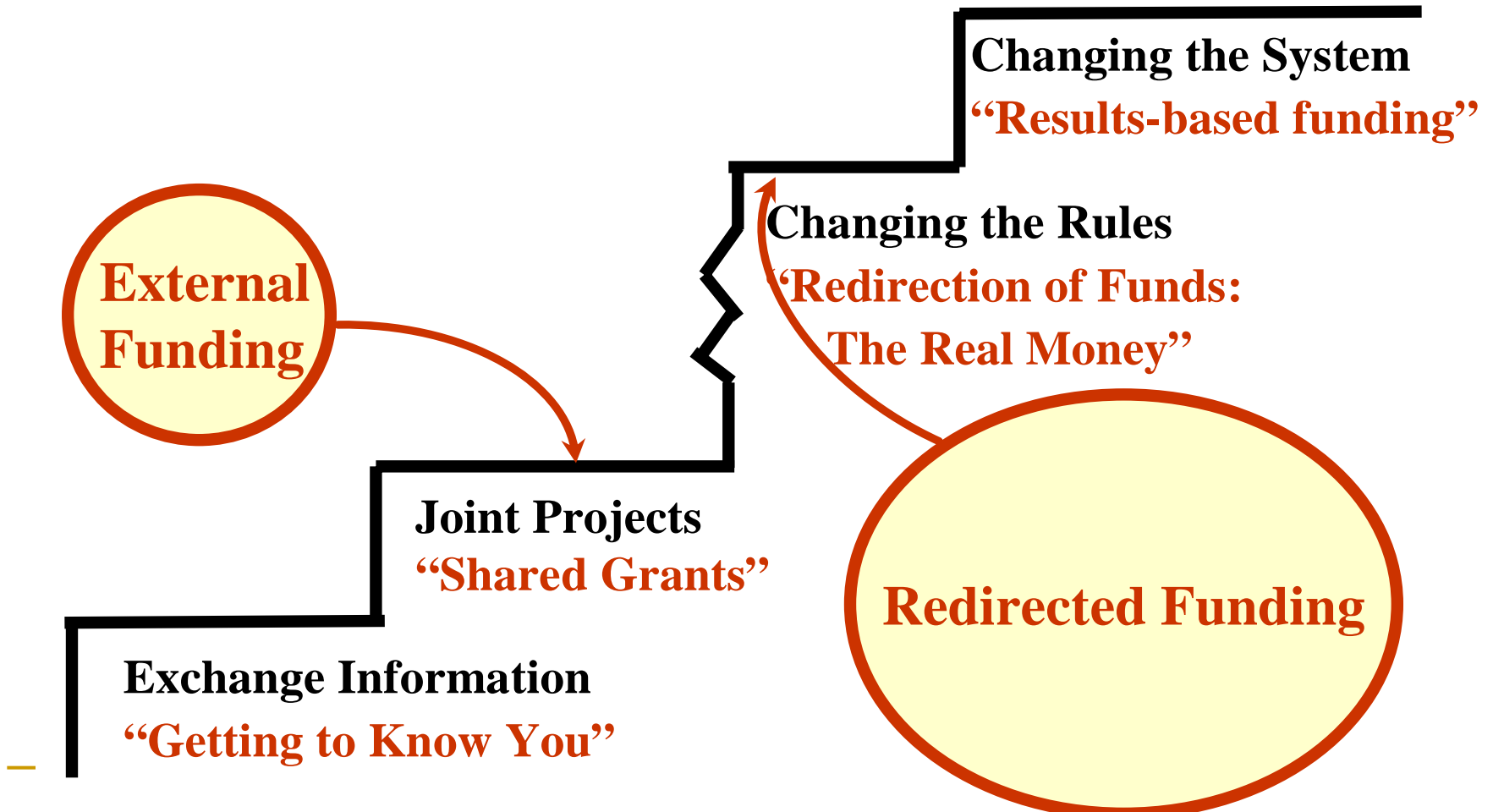
- The most important roles are often not about money, but about leadership of a coalition that can get more resources—both dollars and “people resources”—than any agency can get on its own
- Having better information about (1) resources and (2) results creates fiscal convening power
  - An inventory can be a basis for convening agencies
  - “What works” information also helps to convene agencies
    - E.g. “the third grade fade” in school readiness investments
    - E.g. drug treatment need among child neglect caseload



# Examples of the content of strategic collaboration

- Prevention programs: time to clean up our portfolios
- Seniors: Are they taxeaters, tax haters, or staff multipliers?
- School readiness: the problem that belongs to everybody and no one; the ECE-K-12 handoff
- Substance-affected infants: tracking CAPTA counts for lifetime customers
- Stretching residents' dollars: EITC penetration and full-array family income supports
- Leveraging state and federal resources: inventories of grants vs real money; city-county-school joint funding

# Four Levels of Collaboration



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# Five Diagnostic Tests for Strategic Collaboration

- Focus on activities vs results
  - Projectitis vs replication
  - Barriers accepted as given vs a “barrier-busting” format
  - Recognizing that other collaboratives and partnerships exist and seeking networks
  - Values talk avoided vs values addressed—targeting equity and hard-to-serve issues
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# A Prevention Portfolio

- **Add up all the pieces and cost them out—that’s a prevention budget**
    - ❑ **ATOD, teen pregnancy, delinquency, dropping out of school, youth unemployment, child abuse and neglect, recurrence and recidivism**
    - ❑ **But also the less visible, sometimes larger prevention line items: police patrol, school counselors, family resource centers**
  - **List all the measures of progress for those programs—that’s your prevention scorecard**
  - **Do the results fit the resources?**
    - ❑ **Pilot projects or impact that “moves the needle?”**
    - ❑ **Can we measure what matters?**
    - ❑ **Do we have shared outcomes or are we still in “parallel play”**
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# COLLABORATIVE TOOLS

- Self-assessment of collaborative capacity: the Collaborative Capacity Instrument
  - Self-assessment of collaborative values: the Collaborative Values Inventory
  - Matrix of negotiations: e.g., links between schools and early care providers
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# The Collaborative Matrix: What do schools and ECE providers need to negotiate?

## **ECE Providers need:**

- K-3 curriculum
- K-3 expectations
- Portfolio or assessment acceptance (Head Start)
- Help preparing parents
- A good handoff for special needs students
- Co-location options
- Impact on K-3 funding streams and IDEA

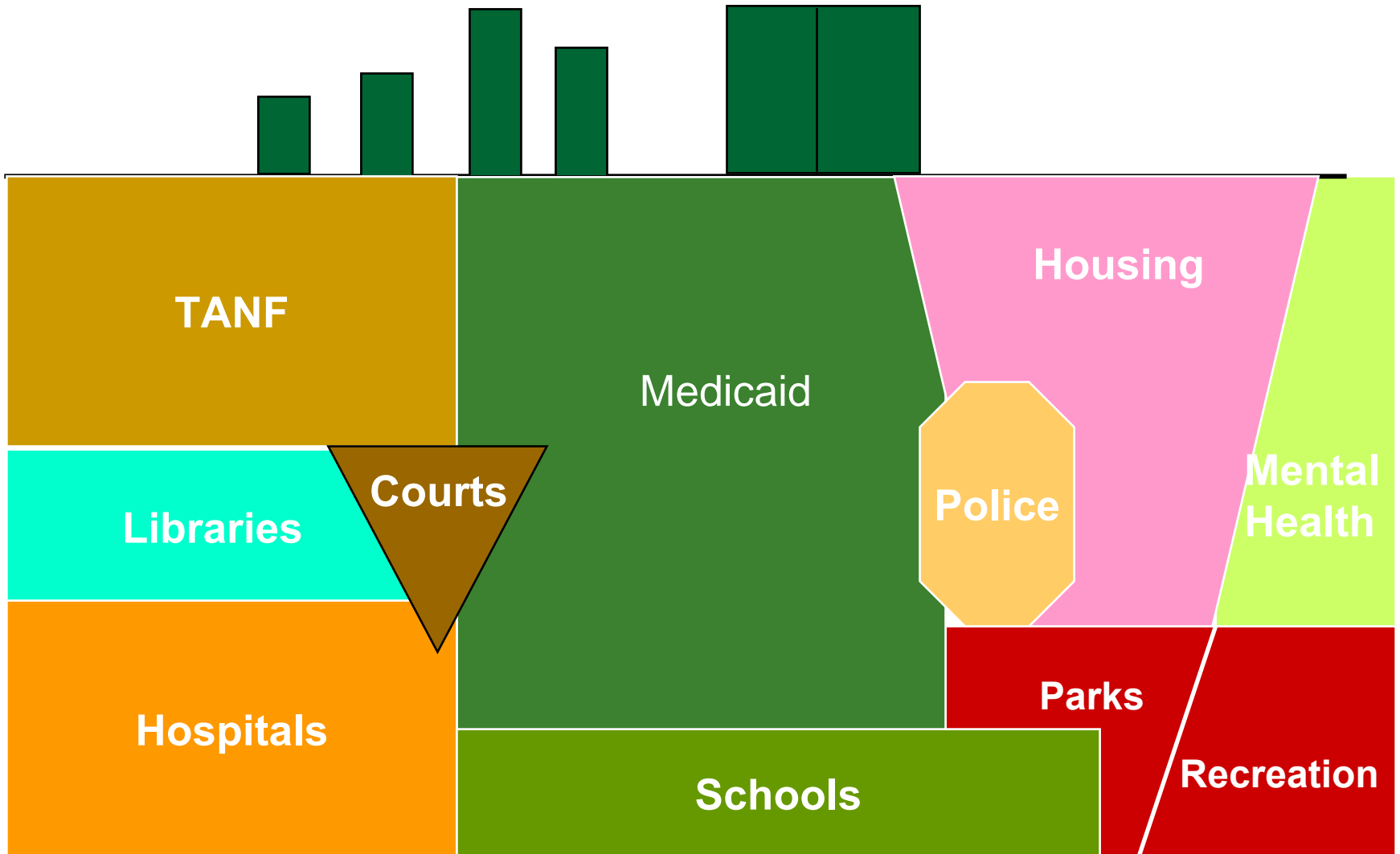
## **Schools need:**

- Curriculum consultation
- Transition plans
- Useful portfolios and assessments
- Clear messages to parents about their role
- A good handoff for special needs students
- Impact on ECE funding streams

# Other Tools

- Sustainability plans based on a strategic inventory (“a theory of resources”)
  - Whose long-term funding is our target? Who would possibly pick up funding for this project?
  - What is our redirection agenda for the “real money”?
- Action-forcing events: budgets, RFPs, development review deadlines, school bonds

# Redirection = Grant Projects + *The Real Money*





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# Self-assessing Your Collaborative

- What partners are missing—who do we need to succeed? Who are our *general* partners vs our *limited* partners?
  - Which issues do we spend our time on—which issues most affect children and families?\*
  - How do we do on the five diagnostic tests?
  - What tools do we use? What tools do we need?
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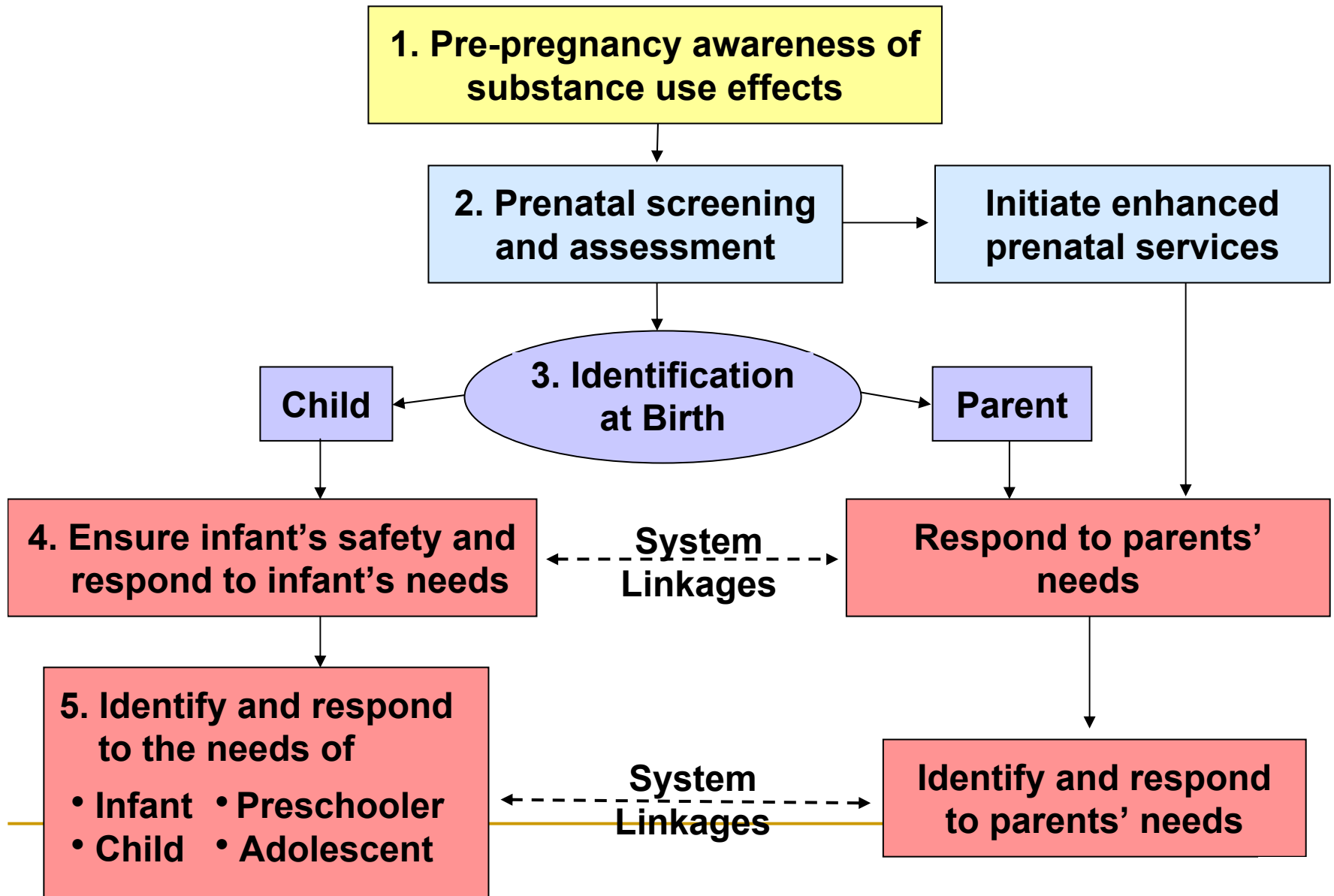
# What are the Lessons of 40 Years of Service Integration and Collaboration?

- Integration *in time* matters more than integration in place
  - 5 levels of intervention with prenatally exposed children [see chart]
  - aftercare in AOD and MH treatment
- *Shared outcomes* is the final test of serious SI/collaboration—can systems agree on some shared measures? eg child care-schools handoff—what are the consensus measures of school readiness?
- Shared outcomes often requires *changing the rules*, e.g. mental health silo planning—adults, children—where are families?

# Examples of shared outcomes

- **School-child abuse linkages** —the schools track CPS reports and the CW staff tracks school attendance, behavior, and performance
- **Early care and education-School linkages:** shared measures of academic readiness and behavior; shared measures of parent involvement, willingness to track ECE investment into K-12 system
- **Substance-exposed infants:** prenatal screening referrals into treatment; child welfare, maternal and child health, and treatment agencies all track progress in treatment and parenting

# Policy and Practice Framework: Five Points of Intervention



# Case studies:

- **Substance-exposed births**
  - CAPTA #s; % of 15,000 births? % of 0-2 year olds with substantiated cases?
- **Early learning and school readiness**
  - Is there a total inventory of ECE funding—who gets it and what results are achieved?
    - Bruce Fuller: *Standardized Childhood*
- **ATOD prevention:**
  - how does our portfolio compare with evidence-based practice?
  - how do we work across the categorical boxes to address at-risk behavior, not just ATOD?

# Discussion:

- **What roles are we now playing in addressing the need for wider prevention efforts?**
- **What other roles could be effective?**
- **Who are our major partners in prevention? Who is missing?**
- **What are possible shared outcomes that could guide our efforts?**
- **How much of our effort aims at new funding vs redirected funding vs human resources used more effectively?**

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## Collaboration quotes:

I found that the entrepreneurial spirit producing innovation is associated with a particular way of approaching problems that I call "integrative": the willingness to move beyond received wisdom, to combine ideas from unconnected sources, to embrace change as an opportunity to test limits. To see problems integratively is to see them as wholes, related to larger wholes, and thus challenging established practices.

Rosabeth Moss Kanter, *The Change Masters*

Interagency collaborative capacity has an objective and a subjective component: formal agreements, budgets, personnel, accountability, but also *expectations, legitimacy, and trust*.

Eugene Bardach, *Getting Agencies to Work Together*

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